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ABSTRACT

This paper is a pedagogically-oriented case study of a "Gaikokugo" Communication course conducted in an intensive format. After a brief introduction and consideration of the intensive course format, the pedagogical approach guiding the course (together with samples of the materials used in the course provided in the appendix) is discussed. Student feedback confirming the positive aspects of intensive courses identified in the literature, principally the merits of concentrated study, is reported. Student feedback also stressed the importance of native speaker instruction. Teacher feedback advocated changes in the curriculum and stressed teacher preference for greater teacher autonomy as a means of generating increased and more meaningful communicative interaction for the students. The paper concludes by stressing that, with specific considerations in mind, the intensive course format can provide an effective means of delivering a communication-directed foreign language course. Four appendices are attached, one each for course materials pertaining to the front page, and the listening, speaking, and presentation components of the course. (Contains 13 references.) (Author/KFT)

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Case Study Report and Recommendations

Anthony Rausch, Roger Altizer, Jr., Andrew Parry

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Gaikokugo Communication in an Intensive Course Format

Case Study Report and Recommendations

Anthony Rausch*, Roger Altizer, Jr.**, Andrew Parry***

Abstract

This paper is a pedagogically-oriented case study of a *Gaikokugo* Communication course conducted in an intensive format. After a brief introduction and consideration of the intensive course format, this paper introduces the pedagogical approach guiding the course (together with samples of the materials used in the course provided in the Appendix). Student feedback confirming the positive aspects of intensive courses identified in the literature, principally the merits of concentrated study, is reported on. Student feedback also stressed the importance of the native speaker instructor. Feedback by participating teachers advocated changes in the curriculum and stressed their preference for greater teacher autonomy as a means of generating increased and more meaningful communicative interaction for the students. The paper concludes by stressing that, with specific considerations in mind, the intensive course format can provide an effective means of delivering a communication-directed foreign language course.

Introduction

In 1998, the Japanese Ministry of Education dictated that, beginning with the graduating class of 2004, all Teaching License recipients must attain two credits each in Japanese Constitutional Law, Physical Education, Foreign Language Communication, and Information Technology Use (Chapter Eleven ; Article 66.5 of the Teacher Licensure Law Enforcement Regulations). The Faculty of Education at Hirosaki National University interpreted Foreign Language Communication as English communication and, to accommodate the revised licensure law, conducted an intensive, one-week *Gaikokugo* (Foreign Language) Communication course in the second week of August, 2000 for 180 first-year students. This paper is a pedagogically-oriented case study of that *Gaikokugo* Communication Course.

The Intensive Course Format

Tertiary courses in Japan are usually organized on a term format, in which 90-minute classes are held once per week over a fifteen-week term yielding two credits. This is similar to the case for American higher education, where classes are scheduled to meet on a weekly basis over the term period. Such a traditional term format not only accommodates a yearly academic calendar, accommodating the university-related and personal activities of both faculty and students, it is also seen as contributing to the quality of the educational outcome by inserting time between classes for study and preparation. However, as Scott and Conrad (1991) point out in their comprehensive study of the intensive course format, given American demographic trends leading to an increase in adult and part-time students, courses conducted in intensive formats have proliferated at American universities over the past three decades. Intensive courses can also be found at Japanese universities, in the form of the ***shuchu-kogi***, in which the class meets for three 90-minute periods per day over a five-day week (also yielding two credits). As in the American case, the justification for the intensive, ***shuchu-kogi*** format is not pedagogical, but rather based on the fact that such courses are usually taught by faculty from other universities who are unable to accommodate a traditional term schedule.

Intensive courses are defined by Scott and Conrad (1991) as those offered in time-compressed formats which minimize time-related obstacles, and include such variations as summer sessions, interim sessions,

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modular calendar systems, foreign language training programs and weekend colleges. One of the important characteristics of these intensive courses is the element of focus on one subject over the period of the intensive course. They point out that conventional wisdom has held that intensive courses are ultimately too time-compressed to produce anything of educational value and have been reproached for "sacrificing the breadth of subject material, disregarding academic standards to accommodate time constraints, and obliging students to 'cram' information at the expense of genuine learning and development"(1). However, on the basis of a literature review of roughly 100 studies on intensive course formats, they found little evidence supporting such an assertion. They identified three lines of inquiry concerning the intensive format which are pertinent to the content of the present paper : (1) time and learning studies ; (2) educational outcomes ; and (3) student and faculty attitudes.

Research concerning the relationship between time and learning have focussed on the relationships between spaced versus massed learning, interference and concentrated study, and allocated time and learning activity. While some studies have indicated that spaced learning, as in a traditional format in which information is distributed over several spaced presentations, is more effective in long-term learning outcomes (see Dempster and Farris, 1990), the possibilities that massed periods of concentrated study may offer benefits for certain types of learning objectives has also been noted (see Scott and Conrad, 1991). Massed learning, that which occurs in a single session or a sequence of massed sessions, can contribute to deep concentration, immersion, and undivided intentionality, which Csikszentmihalyi (1982) found leads to intrinsically rewarding experiences which nourish and strengthen learning. Underwood (1957) pointed out that proactive interference, in which previously learned material positively interferes with current learning, not only can contribute to long term retention of the learned material but is also more likely in intensive, 'concentrated' learning formats, and Boddy (1985) found negative interference to be a significant detrimental factor in the concurrent class scheduling conditions, where students take several classes in a wide range of subject areas over a single period of time. Finally, Walberg (1988) emphasized that the overall length of the learning period is only a modest predictor of learning achievement and that factors such as the quality of instruction, the amount of productive learning time, and characteristics of the learning tasks may be more important than simply allocated learning time.

The second line of inquiry concerns the identification of any difference in educational outcomes between traditional term and intensive formats. Scott and Conrad (1991) found that, methodological limitations aside, of the 52 experimental and case studies considered in their paper, just one yielded a significant difference in favor of the traditional term-course format, while 25 yielded no significant difference in learning outcome and 26 yielded a significant outcome in favor of the intensive-course format. They conclude, "In summary, the research on intensive learning indicates equal if not superior short-term results for intensive course"(28). Of the 15 language-related courses among the 52, two yielded no significant difference and 13 yielded a positive outcome for intensive formats. Such results coincide with Eckert's (1972) observation that with proper modifications, foreign language courses would be more successful than other courses in a time-compressed format as such classes often incorporate considerable amounts of participant interaction. Furthermore, although the spacing effect outlined above is suggested as yielding superior long-term retention, the studies reviewed by Scott and Conrad (1991) found that overall, intensive format courses also showed long-term retention rates comparable to traditional formats.

Finally, Scott and Conrad (1991) note that most of the studies they examined found that students were favorably inclined to the intensive course format used in the particular study. They, together with Scott (1994), found that such evaluation was based on the convenience and efficiency of the course, the opportunity the course provided for concentrated and uninterrupted study, and for the interest in the subject and motivation the course inspired. The studies also showed that students in intensive courses tended to concentrate more on their studies in the time allotted and to participated more in class activities. However, students also indicated that they disliked the unavoidable time constraint inherent in the intensive format as well as the stress and fatigue associated with intensive course. The literature reviewed by Scott and Conrad (1991) regarding faculty perceptions of intensive courses revealed mixed feelings. On the one hand, faculty do not perceive great differences in student performance or in their ability to meet course objectives in intensive formats. On the other, faculty appear to have "reconciled themselves to intensive courses to accommodate students' schedules. Moreover, faculty consistently mention fatigue, inability to cover equivalent amounts of material, and excessive preparation time as

impediments to intensive courses" (50). Gareis (1998) found however that, given the specific objectives and unique nature of an intensive course is fully understood, faculty members in her study were willing to make concessions for the success of the course overall.

In closing their work, Scott and Conrad (1991) point to the following as topics for further research, topics which will organize the conclusion of the present paper.

1. The learning objectives and outcomes

Specifically, consideration of the course objectives and pedagogical approaches appropriate for intensive formats, as well as the short-term and long-term effectiveness of intensive formats with respect to different intensity levels, different student types, different subject areas, and the specific types of learning activities used in intensive formats.

2. The input of students and faculty

Specifically, consideration of the perceptions, expectations, and behaviors of both teachers and students as these relate to the success of intensive formats.

The Intensive *Gaikokugo* Communication Course at Hirosaki University

The *Gaikokugo* Communication course at Faculty of Education at Hirosaki University was held over the week of August 7-11, 2000, beginning after a one-week break following the end of the regular term in the last week of July. Three ninety-minute classes were scheduled each day beginning at 8 : 40, 10 : 20, and 1 : 00. The 180 students were split into six equal groups of thirty each and a teacher was assigned to each group.

The coordinators for the course were two full-time faculty members. The instructors were all native English speakers, including a faculty member from a nearby university and six assistant language teachers (ALTs) from various parts of the Aomori Prefecture. The participating ALTs' regular job duties involve teaching as assistants to Japanese teachers of English in Japanese public secondary schools. None of the ALTs possessed an academic background in education or language teaching, although one had completed a certification course in TEFL.

The course consisted of three content components (Cross-cultural Understanding, Listening and Speaking, and Presentation-Written and Oral), which were organized as separate ninety minute classes. Students attended three classes each day, one in each of the components for five consecutive days. The Cross-cultural Understanding component was taught by the visiting faculty member, with the six ALTs working in pairs and alternating between two student groups for the Listening and Speaking and the Presentation-Written and Oral components.

Course Objectives and Materials

The materials for the Listening and Speaking component and the Presentation Written and Oral component were developed by the course coordinators. The objectives for these two components were primarily communicative, with the listening and speaking component to focus on relatively spontaneous listening and speaking skills and the presentation component to focus on presentation skills on the basis of materials prepared by the students. Each set of materials included a front page outlining the class approach, the grading (pass/fail, based on attendance and participation), and the importance of not relying on 'pencil-preparation' (see Appendix 1 : Course Materials : Front Page).

1. Listening and Speaking Component

The listening activities were based on the *CNN Master Course : ACCESS* program (SIMUL Press, 1996 ; no longer in publication nor available for sale), which uses short segments of past CNN news broadcasts as the basis for developing listening skills. For the purposes of the intensive course, the materials were developed from the first four units (out of 15 in total) using various combinations of reading, vocabulary, and structure focus for previewing exercises, followed by two specific viewing exercises, all structured on a strict Day One to Day Five schedule (see Appendix 2 : Course Materials : Listening Component Samples 1 and 2). A post-viewing activity was used in the Presentation component of the course as explained in that section. Of the ninety minutes allocated to the Listening and Speaking component, it was anticipated that the listening activities would take approximately 15 to 30 minutes.

The speaking activities were not configured on a strict daily schedule format as were the listening activities, but rather were organized on a grammar-based, four-step approach based loosely on that used in Fuchs and Westheimer's (1994) *Focus on Grammar*. The approach taken in the *Focus on Grammar*

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series is that students need to both learn the formal rules of a language as well as internalize and master the rules through controlled and communicative practice with the textbook format based on a four-step approach consisting of (1) contextualization, in which new structures are shown in the natural context of passages, articles, and dialogues, (2) presentation, in which the new structures are shown in charts and through concrete explanations, (3) guided practice, in which both form and meaning are varied in predetermined dialogues, and (4) communication practice, in which free and creative use of the new structures is encouraged through open-ended activities. The activities in Speaking component of the intensive course were condensed to a three step approach consisting of (1) Point, in which the grammar point to be used is introduced together with examples, (2) Practice, in which the point is practiced through controlled exercises, and (3) Use, in which the grammar is used on the basis of individual and creative responses to prompts (see Appendix 3 : Course Materials : Speaking Component Samples 1 and 2). The grammar-based syllabus in the materials used in the intensive course progressed as follows :

Present Progressive and Simple Present
Simple Past and Past Progressive
Future and Future Time Clauses
Present Perfect and Present Perfect Progressive
Wh-Questions, Nouns, and Quantifiers, Definite and Indefinite Articles
Gerunds and Infinitives
Modals

2. Presentation : Written and Oral Component

The materials in the Presentation : Written and Oral component were structured on a Day One to Day Five format, with each day including several presentation activities in both written and spoken forms. The first activity for each day (Writing 1) consisted of completing a one to two-sentence summary of the video news broadcast watched in the listening section of the Listening and Speaking component (the transcript for each of the broadcasts was provided for reference). Following this were specific writing and speaking activities as follows :

Day One : Writing 2 — Personal information and personal preferences
Presentation 1 — Self-Introduction
Writing 3 — Slogans
Day Two : Writing 2 — The Paragraph
Practice 1 — Topic Sentence and Irrelevant Information
Practice 2 — Introduce Hirosaki University using information provided
Practice 3 — Introduce a place you know well (hometown, a store, etc.)
Day Three : Writing 2 — Business Letters
Writing 3 — Personal Letters
Day Four : Writing 2 — Informative Writing : A newspaper article
Writing 3 — Informative Writing : Introducing your school
Day Five : Group Presentations : From Keywords to Oral Presentation

Each of these activities included examples or materials for guided preparation followed by free activities in which the content was left to the individual student (see Appendix 4 : Course Materials : Presentation Component Samples 1 and 2). Group work was encouraged and presentations of students' work was undertaken within each group.

Student Feedback of the Intensive *Gaikokugo* Communication Course

On the day before the final day of the course (Thursday), students were asked to take home and fill out a course evaluation. The evaluation used Likert-scale responses for each of the components (Listening and Speaking — Listening, Listening and Speaking — Speaking, and Presentation — Written and Oral) regarding (1) enjoyment of the class, (2) difficulty of the class, (3) amount learned in the class and (4) the appropriateness of the materials for the class. The course evaluation also asked for comments (in Japanese) about each of the components as well as comments about the *Gaikokugo* Communication Course overall.

The quantitative results indicate that (1) enjoyment of the course was high overall, with the highest response for the Presentation component, (2) the course components were uniformly not difficult, (3) students felt they learned a lot in each course component, and (4) students liked the materials for each course component, as shown in Tables 1 and 2.

Table 1 Gaikokugo Communication Course Evaluation

	Mean	SD
Listening and Speaking-Listening		
1. Did you enjoy the class ?	4.37	.79
2. Was the class difficult ?	2.85	.95
3. Did you learn a lot in the class ?	3.79	.86
4. Did you like the class materials ?	3.90	.82
Listening and Speaking-Speaking		
1. Did you enjoy the class ?	4.23	.91
2. Was the class difficult ?	2.82	.96
3. Did you learn a lot in the class ?	3.83	.90
4. Did you like the class materials ?	3.87	.87
Presentation : Written and Oral		
1. Did you enjoy the class ?	4.46	.77
2. Was the class difficult ?	3.01	1.03
3. Did you learn a lot in the class ?	3.99	.86
4. Did you like the class materials ?	4.07	.79

N = 152 ; Results are mean responses based on a five-point Likert scale (1 = negative response, 3 = neutral response, 5 = positive response)

Table 2 Gaikokugo Communication Course Evaluation Group by Question

	Listening	Speaking	Presentation
1. Did you enjoy the class ?	4.37	4.23	4.46
2. Was the class difficult ?	2.85	2.82	3.01
3. Did you learn a lot in the class ?	3.79	3.83	3.99
4. Did you like the class materials ?	3.90	3.87	4.07

N = 152 ; Results are mean responses based on a five-point Likert scale (1 = negative response, 3 = neutral response, 5 = positive response)

Qualitatively, using grounded theory to construct a coherent understanding of the overall impression on the basis of individual responses, evaluation of the course can be categorized as relating to (a) course content, (b) class atmosphere, and (c) implications of the course.

Course Content : The vast majority of students found the content of the course to be interesting, particularly the Presentation : Written and Oral component. Students alluded to the difficulty of the listening activities of the Listening and Speaking component, but also felt such listening activities were important. Some respondents placed the level of the material at a high junior high school level in terms of difficulty but felt that such a 'review' at this level was beneficial. While a limited number of students requested more pre-activity explanation and error correction as a part of the course activities, with several going as far as to say they wanted instruction in Japanese, the most commoñ call for change in content was for more practical or topical practice exercises and more actual conversation. Summarizing, it appears as if students felt the review of previously learned material was important, but clearly wanted more opportunities to speak in the course.

Class Atmosphere : The teacher was clearly the dominant factor in making the experience meaningful for the student. The most commonly used words for both class and teacher included *fun, interesting, good atmosphere, friendly* ; one student found his/her teacher to be *dynamic*, another used the term *powerful* (author's translations). An important bonding seemed to take place as the references to the "happiness

of having ···· *sensei* as my teacher" were numerous. Students found the group work to be valuable, although suggestions regarding the group aspect of the class included keeping the same groups for the entire week, using a better way of assigning group members, or letting students choose their own groups. Summarizing, clearly the opportunity to speak with and get to know the native-speaker teacher was one of the most important elements of the class.

Course Implications : The implications of the course were clearly identified, as students referred to an increase in confidence in using English, an increase in motivation to study English, and a "widening of their world". The combinative experience of having contact with a native speaker while dealing with the stress of the immersion element of the week-long course with a native speaker was important. Many students referred to their initial unease over having a completely English classroom environment giving way as they "got used to it" and came to be able to understand the teacher and the activities.

ALT Feedback and Suggestions

In addition to asking for student reaction, post-course feedback from the participating teachers was requested. The feedback, quoted, but edited for space, is included as follows :

General Comments A : When I first received the teaching materials in advance of the course, I was concerned that they were based on a sequence of discrete grammar points which included many instructions and explanations in relatively difficult English. My background being in teaching junior high school students, I first considered the materials with respect to my own teaching situation. The dissimilarities of age and average knowledge of English aside, it seemed that the fact that the course was compulsory and not in the students' major area of study amounted to a more significant similarity of situation. Furthermore, during the course itself, I was to find that the oral communication skills of the university students were not far above from those of some of the third year junior high students I had experienced.

As the course commenced, I found that trying to teach discrete grammar points to the university students proved to be an identical experience as trying to teach discrete grammar points to junior high school students : an arduous, steep, uphill battle. Moreover, as the focus was on communication, activities based on discrete grammar points proved to be counterproductive to the objective. While acknowledging the systematic preference for such an approach (note for example textbook design in Japan, teachers' grammar-based lesson planning, and bureaucratic support for grammar-based course descriptions and curricula), the fact that no obligatory guidelines were provided concerning the substance or structure of the *Gaikokugo* Communication course at Hirosaki University beyond reference to foreign language communication left me wondering why such an approach was used. Being realistic, there is very little in terms of language acquisition that can be achieved in five days. Moreover, after six years of unrelenting grammar instruction in junior and senior high school, the main effect of putting students through one more week of discrete grammar points-based instruction will be to merely reinforce their jaded view of English. Here then is a priceless opportunity to abandon the all-too-familiar, yet persistently ineffectual methods of teaching English so common in Japan and to breathe some fresh 'grammar-free' air into the classroom. This course can be used to show students that English lessons do not have to be regimented and tedious. This class can demonstrate that there is another way and that learning English can be useful, enjoyable, and rewarding. The optimal way to do this is to give the teacher in the classrooms as much latitude as possible regarding the style and content of their lessons.

Another important factor that should be considered in relation to the Hirosaki University *Gaikokugo* Communication course is the Ministry of Education's directive regarding the introduction of the ***sogoteki na gakushu no jikan*** (time for comprehensive learning). Many elementary schools will be using this time to teach English. A systematic deficiency at present is that most Japanese elementary school teachers lack any kind of training or experience in this area. Thus, keeping in mind that many of the students in the course are going to be elementary school teachers, the Hirosaki University *Gaikokugo* Communication course can serve a valuable function by helping to plug this gap between supply and demand at the elementary school level by virtue of courses undertaken in an alternative format to that most university students have experienced.

General Comments B : I found the five-day format to be excellent. Oftentimes progress is slow when there are large, one or two day breaks in teaching. In an intensive course like this students did not

have time to forget anything and were constantly having what they had learned being reinforced through review and activities that built on the material previously covered. I also think that students warmed up to the environment and style of the class each day more quickly than in a regular class. There was no time to 'redevelop' inhibitions once these were lost on the first day.

I also think that using different teachers for different classes was a good decision. While consistency was maintained as the same teacher taught the same class for the week, it also allowed learners to be exposed to different accents, cultures, and teaching styles.

Comments on Course Components

Listening and Speaking : Listening

I found the materials for the listening class to be superb. The pre-listening work greatly increases comprehension. The "as you watch/listen" activities were interesting and not beyond the students grasp.

At first I was concerned about the instructions to replay the segment 4 or 5 times. After observing the students I realized that the majority of the students had completed all but a couple of the questions by the second try. They simply wanted to be 100% sure that they were correct.

The videos were excellent. Realia is extremely interesting for students. It provides insights into the culture and real usage of a language. The clips were interesting and I found myself wanting to watch them more then once.

I was left with the impression that the majority of the students very much enjoyed the listening section. Though it may have been below/above some students, I feel that regardless of their level, everyone was given an excellent opportunity to improve their listening skills.

Listening and Speaking : Speaking :

I found the materials to be somewhat cumbersome for this setting. The grammar was not necessarily difficult in itself, but rather it was not necessarily related to speaking. Indeed, the majority of the students already had an understanding of the grammar and its use, even if they did not necessarily know it by name. Though intended to be done orally, many of the activities were better suited for writing. In order to increase the oral element, after students had written their responses, I would have them read them to each other.

I found that going through the grammatical explanation took a great deal of time, and left the students with little time to create original sentences and speak them, which was the goal for the class. In the end, I briefly skimmed the grammar points and then drilled students on its usage using substitution drills in which the class (in unison) would use the words I would give in a sentence that was based on the grammar covered.

I also used the activities that required students to interact with each other by asking original questions and then having them reply with original answers. I also tried to include as many of my own interview style activities as possible in which students would walk around the class and ask each other various questions.

Presentation written and oral :

This section was, by far, the easiest to teach, not only for myself, but for the other ALTs as well. The materials were interesting, easy to use, and produced the desired results. In every class, students were responsible for writing something on their own, and sometimes combined their writings with other members of their group to create larger works.

The inclusion of the transcripts was a nice touch. It tied the two classes together and showed how different aspects, such as listening and writing are interlinked. Knowing that they would be using the material again later, encouraged the students to pay closer attention during the listening classes.

The activities were all interesting and ranged from writing letters to writing newspaper articles. There were also sections reviewing sentence and paragraph construction. These were extremely useful as they provided a means to have every student write something different and then combine their work with others. For example, if everyone was required to write their own paragraphs, the paragraphs could later be modified and combined to make a newspaper story.

Near the end of each class I had every student stand up and present their original work within their group, and then one person from each group would present the group's work in front of the class. Every student made presentations everyday, either in their group or in front of the class. I found this

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to be an excellent teaching strategy and by the end of the week there was a noticeable improvement in the presentation abilities of the majority of students.

Suggestions for the Course

Classes :

1. Break up the Listening and Speaking components.

2. Listening : Increase the listening component as a part of the overall course .and include a radio segment. Ideally provide a variety of mediums and contexts to account for the variation in speaking style that comes with the context.

3. Speaking : Use topic-based or theme-based materials allowing for the introduction of grammar while providing real world situations in which students would be communicating ideas and desires with one another. Also prepare materials which force students to speak without first preparing through writing.

4. Presentation : Organize a speaking schedule in the beginning of the course so that the same students are not always making the presentations.

Grades :

The course should continue to be operated on a strict Pass/Fail basis. This allows the teachers to concentrate on making the lessons relaxed, informal and enjoyable, rather than being distracted with planning for grades.

Grouping of Students :

Rather than grouping students into new groups each day, a process which wasted time and affected the positive atmosphere of the class, allow students to make pairs and groups with friends and other students they feel most at ease with.

ALT Instructions :

Allow for the autonomy for the participating teachers, such that they can fully express their own personalities and individual teaching styles. An appropriate set of instructions for the participating teachers would be something as follows :

> You will be teaching first-year university students. They all intend to become teachers and they need this course to get a teacher's license. These are not English majors and they are not doing this course out of choice. The class will be held during their vacation and in the heat of summer.
>
> Your role is to be in the classroom as a native speaker of English. Forget any Japanese you have learned. This is an English communication course. Do what you like in the classroom, but you and the students should get to know each other as well as possible through the medium of English. Use humor to keep everybody happy and amused. Above all else, let the student see that English can be fun. After the week is over, if the students go away thinking 'I used to hate English lessons at school, but that was really different and perhaps English is not as awful a subject as I thought', then we can all deem the course to have been a success.

Discussion and Implications

The present paper described a case study of an intensive *gaikokugo* communication course undertaken at a Japanese national university. In summarizing and contextualizing this particular case study, several preliminary points must be noted and stressed. First of all, although not addressed in this paper, the organizational obstacles at both the faculty committee level and on the administrative side were significant. Briefly noted, these included such things as the interpretation of *gaikokugo* as English by the faculty at large, the scheduling of the course during the summer break, recruitment and compensation of the participating ALTs, and classroom room assignments. Second, and more germane to the pedagogical orientation of this paper, the 180 students of the course, while having taken six years of English in junior and senior high school as part of the standard curriculum and having passed a university entrance

exam in which English was an element, were not English majors and moreover, were taking the course as a compulsory requirement for obtaining a teaching license in either elementary education or a junior or senior high school subject other than English. Finally, the course objectives for the course described were principally communication skills development in listening, speaking and presentation in English, a significant departure in the manner of English study for most of the 180 students.

These points noted, the following summary and contextualization points not only to what can be gleaned from the case reported on herein, but more importantly, what can be generalized toward maximizing the potential for intensive learning formats in foreign language communication courses at various educational levels in Japan. Scott and Conrad's (1991) work included references to intensive courses being undertaken across the spectrum of both educational level, from elementary to tertiary, and subject area. The focus in this paper has been on tertiary-level English, however, the findings do have relevance to the potential of undertaking intensive courses at the junior high school and high school level. Of particular interest for a faculty of education application was a one-week intensive course for in-service French teachers (Colville-Hall, 1995), an educational area increasing being recognized as vital to English instruction in Japanese junior and senior high schools (Midorikawa, 2000).

Adapting the scheme for further research into the intensive course format outlined by Scott and Conrad (1991) earlier in this paper, we can incorporate the essential elements of the present case study and contextualize the intensive course format to the Japanese setting on the basis of first, learning objectives and learning outcomes and second, faculty and student input.

Learning Objectives and the Learning Outcomes

Perhaps the most important point emerging from the present case study concerns the potential to be found making a shift in approach taken in an intensive course from that which focuses on the teacher teaching in the traditional manner of 'providing information' to that which focuses on the student learning in a 'participatory-experiential' manner. The course objectives and pedagogical approaches for communicative language courses conducted in such a participatory-experiential approach must be clearly delineated, organized not as much from an inclusionary perspective, where communication is 'included' in the traditional conception of a grammar-based approach to teaching language, but rather from a exclusionary approach, where grammar as the focus and any associated activities that do not contribute directly to student-centered communication are 'excluded', leaving nothing but communication activities exclusively. No lecture-based, grammar point focused introductions ; participating teachers advocated a topical syllabus, even a *'get to know each other as well as possible through the medium of English'* approach. As pointed out, this runs counter to what most materials developers and classroom teachers believe is necessary, which is to organize activities from a starting point of presentation and explanation, before moving to highly structured and predetermined outcomes and finally to less structure and freer outcomes.

Likewise, the course requirements and grading criteria must be adjusted to reduce the focus on the traditional conception of learning, in most language courses that being the mastery of discrete grammar points, and increase the focus on the element of experiencing, as measured simply by participation in the communicative interaction of a classroom structured in such a manner. In a course such as that considered in the case study, that which is used to meet distribution requirements for non-English majors, use of a Pass-Fail standard based on attendance and participation was proposed, with the course structured toward interaction to the degree that attendance in a sense equals participation. Just as is the case with communication, the objective is not a product, but rather a process.

The crux comes as we, as curriculum designers and course instructors, are forced to strike a balance between ensuring course uniformity/consistency and our accountability of the course content on the one hand, with the appeal of abandoning rigorous course structure to maximize student participation and experience and replacing measures of performance with recognition of participation on the other.

Faculty and Student Input

Given the prioritization of the communicative experience of the course as outlined above, the expectations and behavioral input directed toward all participants take on new dimension. The present case study was undertaken with combined efforts of coordinating faculty from the students' institution and participating teachers from other institutions. The expectations directed toward the

coordinating faculty are to create a curriculum which guides the overall experience for both student and teacher, providing the necessary grammatical and experiential prompts for the student, and allowing the teacher to step away from concerns of grading and concentrate on the classroom environment. The materials provided for the course must be universally transparent, such that both participating teacher and course student can easily understand both the grammatical explanations (if deemed necessary) and the learning activities. Although a 'do as you like in the classroom' approach for the participating teacher was proposed in the faculty feedback section of the paper, the coordinating faculty do shoulder the responsibility of incorporating content accountability and uniformity into the experience for students.

As was made clear in the student evaluations described herein, the teacher was the crucial element of the course. Thus, the expectations for the participating teachers in an intensive setting are to establish the tone of the class, one which provides a dynamic and positive environment, both through their enthusiasm and by virtue of interaction with the students. As was the case in the present course, it is the teacher who must make the first step away from the security of lectern and blackboard, and discrete grammar points, and engage the students in communication. It is the teacher who must encourage each student to interact with other students, ensuring that all the students maximize the experiential potential of the classroom. It is also the teacher who must ensure that the classroom is a place in which students can take risks with the language without fear of embarrassment in front of peers.

The question of student input and what is expected of students is more problematic, as such elements are a recursive function of what we as coordinators and instructors lead them to contribute. Participation being key, students should be informed, especially in a compulsory, general distribution course for non-English majors like this, that the focus of the course is on participation and that a pass grade will be guaranteed for students who do positively participate. The stress experienced by students in an intensive foreign language communicative course conducted wholly in the target language is a significant student 'input' to consider as well, but with proper prefacing, this can be recontextualized for the student as positive stress. While the present case study points toward the pluses of the course experience being totally in the target language, it also points toward the necessity of addressing such stress factors. Scott (1994) specifically pointed towards benefits of students consciously perceiving the high-quality attributes of intensive courses as an important contribution to the power of the experience. A pre-class briefing for students in the native language on the nature of the experience of an intensive foreign language communicative course conducted wholly in the target language will undoubtedly reduce (or refocus) of the stress of the experience. This pre-class briefing can also include explicit references to students not over-relying on extensive 'pencil-preparation' in the speaking component, but rather attempting truly spontaneous communication.

The case study described herein is instructive in pointing out that the aspects of learning and experience and the elements of materials and teacher must all be balanced in an intensive *gaikokugo* communication course. Clearly the intensive course is an experiential, rather than learning endeavor for students. And equally clearly, the materials of the course must lend themselves to maximizing the experience that the student can have with the native speaker teacher while ensuring content accountability and course uniformity. This case study also points to the tremendous potential that intensive courses may hold for the Japanese English student. Although not suited for introduction of new material, an intensive course in which these are balanced can provide both an 'intensive' review of previously learned materials and a 'intensive' experience in using English in a true-life communicative situation.

To close, in the words of a participating teacher : "I found the course to be a highly enjoyable, stimulating, and rewarding experience. I believe that the students discovered it to be less of a Draconian ordeal than some of them were no doubt anticipating". Followed by, from another teacher, "I think that having an opportunity for the students to interact with a variety of foreigners allows them to see that English is a living language . . . and that with the English skills they already possess and a little motivation, they can communicate in English".

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Appendix 1 : Course Materials : Front Page

Intensive Course for Oral Communication
Faculty of Education, Hirosaki University
Listening and Speaking: Speaking

(1)Class Approach : — Grammar Point, Grammar Practice, Grammar Use
— Your instructor will read the Grammar **Point**
— You and your group will do the Grammar **Practice**
— You and your group will do the Grammar **Use**

(2)Your grade will be based on ATTENDANCE and PARTICIPATION.
— Come everyday
— Pick up a 'group card' at the beginning of each class and join your group.
— Do the **Practice** and **Use** exercises with your group members.

(3)Try as much as possible NOT TO USE YOUR DICTIONARY AND PENCIL in class.
— The goal of the class is to **Use** the grammar.
— To do that, use your MIND and your VOICE instead of your pencil.

Appendix 2 : Course Materials : Listening Component : **Sample 1**
(note : spacing and layout varies from actual course materials)

Day One **A Frightening Surprise (Unit 1 Report 1)**

Reading Read the passage.

One of the world's most lovable creatures is the giant panda. It is a favorite of all who see it. This rare animal has black and white fur with black eye patches and lives in the bamboo forest high inthe mountains of central China. Destruction of the pandas' natural habitat have made their extinction possible in the wild. There are also about 20 pandas living in zoos around the world.

Vocabulary Connect the words with their meanings.

visitor	•	•	run or roll around and play
creature	•	•	soft, furry, and nice to hold
cute	•	•	almost always
lovable	•	•	a person who has come to a place to see that place
usually	•	•	nice to look at ; attractive
cuddly	•	•	easy to like very much
frolic	•	•	a living thing, such as an animal, a bird, or an insect

Structure Read the following sentences.

1. We usually think of ... We usually think of Shinjuku Station as crowded.
We usually think of guns as dangerous.

2. ... thought it would be nice ...
Emiko thought it would be nice to have a picnic on Saturday.
I thought it would be nice to have a party for his birthday.

3. Everyone ...., except, ...
Everyone seemed to want rice, except Ken, who wanted bread.
Everyone seemed by very happy, except Hiromi, who cried.

As You Watch

A. Check what you **see**.

__ Tokyo, Japan
__ Chengdu, China

__ a zoo
__ a park

__ a panda
__ a brown bear

__ a man sitting inside a cage
__ a man sitting in front of a cage

__ people trying to help the man
__ people taking pictures

__ the panda frolicking with the coat
__ the panda trying to eat the coat

B. Check what you **hear**.

__ We usually think of pandas as lovable, cuddly creatures.
__ We usually think of pandas as scary creatures.

__ A visitor to the Ueno Zoo in Tokyo ...
__ A visitor to the Chengdu Zoo in China ...

__ ... he thought it would be nice to have his picture taken next to the panda.

__ ... he thought it would be nice to have his picture taken in front of the panda.

__ The panda thought it would be nice to play with the man.
__ The panda thought it would be nice to play with the man's coat.

__ Everybody seemed to enjoy seeing him frolic with the coat, even the coat' s owner.
__ Everybody seemed to enjoy seeing him frolic with the coat, except the coat's owner.

(From CNN ACCESS : published by SIMUL, no longer in print)

Course Materials : Listening Component : **Sample 2**
(note : spacing and layout varies from actual course materials)

Day Five A Movie Giant (Unit 4 Report 1)

Vocabulary

A. Match the word or phrases to its meaning.

studio	• •	first shown in theaters or sold in stores
consistent moneymaker	• •	place
released	• •	Japanese culture
position	• •	a company that makes movies
movie-goers	• •	people who go to movies

B. Match the first part and the second part of the following responses to the question, What kind of movies do you like ?

Comedies,	• •	because they are exciting.
Thrillers,	• •	because of the special effects and stunts.
Action movies,	• •	because I enjoy being scared.
Animated movies,	• •	because they make me laugh and feel happy.
Horror movies,	• •	because they are cute and clever.

Note : Numbers in English

00 is pronounced # + hundred ; as in 200 (2 + hundred), 300 (3 + hundred), 400.

,000 is pronounced # + thousand ; as in 5,000 (5 + thousand), 6,000 (6 + thousand).
Notice that the "," separates the "#" from the "000".

So ... 20,000 is pronounced "twenty-thousand" and
180,000 is pronounced "four-hundred and eighty-thousand".

Thus, ... 56,000 is pronounced : and 796,000 is pronounced :

,000,000 is pronounced # + million ; as in 1,000,000 (1 + million), 6,000,000 (6 + million). Notice that the "," separates the "#" from the "000,000".

So ... 10,000,000 is pronounced : and 82,000,000 is pronounced :

How about ... 76,525,000 :

Note : Money in English

Always say the number before the currency, as in $56 (56 dollars) or ¥56,000 (fifty-six thousand yen).

As You Watch

A. Write what you see. Include the words you see. Make notes in Japanese.

(space)

B. Complete the transcript with what you **hear**.

Bill Hartley, CNN 'Business Asia' Anchor :

And finally, for nearly _____ he's been the king of monsters for moviegoers from Tokyo to Tacoma.*

You know him : Godzilla. The first of _____ Godzilla movies, released in _____, they've been a consistent moneymaker for the movie studio Toho ever since. For the monster's ____ th year in showbiz, Toho's spending US$ _____ to make *Godzilla Versus Space Godzilla*. Toho spent _____ that to make a film in the United States two years ago. The company says that movie, *The Monster from the Deep*, sold about _____ movie tickets.

*a city next to Seattle, Washington, USA

Details

Write a number, a date, or an amount next to each detail

1. the number of years Godzilla has been the king of movie monsters _____
2. the number of Godzilla movies _____
3. the year the first Godzilla movie was released _____
4. the number of years Godzilla has been in showbiz _____
5. the cost of *Godzilla Versus Space Godzilla* _____
6. the cost of *The Monster from the Deep* _____
7. the ticket sales for *The Monster from the Deep* _____

(From CNN ACCESS ; published by SIMUL, no longer in print)

Appendix 3 : Course Materials : Speaking Component : **Sample 1**

(note : spacing and layout varies from actual course materials)

Present Progressive & Simple Present

Point : Present Progressive

Use present progressive to :

1. describe something that is happening right now — at the moment of speaking.
   We **are studying** the present progressive right now.
2. describe something that is happening in the extended present, even if not right now.
   I **am studying** child psychology this term.

Point : Simple Present

Use simple present to :

1. talk about what regularly happens, what usually happens, what always happens.
   Type A personalities **rush** through the day.
   Type B personalities **stay** calm no matter what.

He **comes** to the university every day.
They **go** home every weekend.

2. talk about situations that are not connected to time ; as in science or physics.
Water **freezes** at 0℃.
Stress **causes** high blood pressure.

3. Add adverbs of frequency to simple present to show how often.
Type A people **never relax**. They **always hurry**.
He **usually waits** for me. But he **sometimes leaves** early.

Note : Non-action verbs usually describe states or situations that exist at the moment but are not actions. Non-action verbs are always in the simple present.

1. Emotions — Mike **loves** instant noodles. NOT Mike **is loving** instant noodles.
2. Senses — She **feels** worried.
3. Mental states — I **don't understand** why the cafeteria so busy today.
4. Possession — I **have** a headache. NOT I **am having** a headache.
5. Appearance — It **looks** like rain.

Practice : Present Progressive & Simple Present

1. Exercise Scenes — Present Progressive vs. Simple Present. Read the following scenes, then make one question using "do" and another using "doing", and answer both of them.
Example : Mr. Johnson is an engineer. He works at his office from 9:00 to 5:00 every day except Sunday. It's 5:00 Suday morning.
(Question) What does Mr. Johnson do ? — He's an engineer.
(Question) What is he doing now ? — He's (probably) sleeping.

a. Takahiro is a junior high school student. It is 4:00 and he is at his club meeting.
b. Joan is a university student and has a part-time job as the assistant cook at a Chinese restaurant. It is 5:00 and she is at work now.
c. Bill is a salaryman. He is in a meeting right now.
d. Ms. Ueda is a famous actress. She is at the studio right now.

Use : Present Progressive & Simple Present

1. Think of a place. Describe what is happening in that place.
Other groups will try to guess the place.
Example : There are many people here. Some are swimming. Others are sitting in the sun. Somebody is building a sand castle. Answer : The beach

2. What do you do when you want to relax ? Keep a record of the relaxation techniques introduced (space)

Course Materials : Speaking Component : **Sample 2**
(note : spacing and layout varies from actual course materials)

***Wh*-Questions, Nouns and Quantifiers, and Definite and Indefinite Articles**

Point : *Wh*-Questions

1. Use *wh*-questions to ask for specific information. *Wh*-questions begin with *who, what, where, when, why, which, whose, how, how many, how much,* and *how long*.
Where did you go ?
Who did you see ?
How long did you stay ?

2. Note the following sentence and *wh*-question patterns.
>Someone saw you. — **Who** saw you ?
>Something happened. — **What** happened ?
>He is going somewhere. — Is he going somewhere ? Yes. No. — **Where** is he going ?
>You said something.

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>Someone's friend is here.
Whose friend is here ?

Did you say something ? Yes. No.
What did you say ?

>Someone is there.
Who is it ?

>He is doing something ?
What is he doing ?

>He is doing something.
Why is he doing that ?

>She wants to go.
Why does she want to go ?

>She arrived.
When did she arrive ?

>She sent somewhere.
Where did she go ?

Practice : *Wh*-Questions

1. Match the questions and the answers.

_____	1. Who did you see ?	a. His friend saw me.
_____	2. Who saw you ?	b. She hit another car.
_____	3. What hit her ?	c. The teacher gave me the bag.
_____	4. What did she hit ?	d. Another car hit her.
_____	5. Which man did you give the bag to ?	e. I gave the bag to the teacher.
_____	6. Which man gave you the bag ?	f. I saw the teacher.

2. Ask questions about the underlined word. Use **What**, **Whose**, **Who** or **How many**.

1. Something happened last night ? What happened last night.
2. Something surprised me. _____
3. Someone's telephone rang at 3:00 am. _____
4. Someone was calling for my brother. _____
5. Someone was having a party. _____
6. Some of the people at the party left. _____

or _____

Point : Nouns and Quantifiers

1a. Proper nouns are the names of particular people, places or things.

People : Tokugawa, the Ainu
Places : Tsugaru, Hirosaki
Months : January, February,
Days : Monday, Tuesday,
Languages : Japanese, English

1b. Common nouns refer to people, places and things, but not particular individuals or specific cases.

people: woman, sailor, farmer
places: seaside, country, city
things: beans, chocolate, money

2a. Common nouns can be count or non-count.

Count nouns are things that can be counted separately :
a ship the ship three ships
Non-count nouns are things that cannot be counted separately:
gold beauty chocolate

2b. Non-count nouns often fall into the following categories:

abstract words	courage, education, music, time
activities	cooking, farming, reading
fields of study	geography, history, mathematics
foods	corn, chocolate, fish, rice, meat
liquids	water, milk, gasoline
materials	cotton, plastic, silk, dust, sand, sugar
nature	cold, electricity, rain, weather

2c. When a non-count noun is the subject of a sentence, the verb must be singular.
– **Corn is** more valuable than gold. **It feeds** millions of people.

3. Note the following sentences:

There **are some** riceballs left.	There **is some** pizza left.
There **are enough** riceballs left.	There **is enough** pizza left.
There **aren't enough** riceballs left.	There **isn't enough** pizza left.
There **are a lot of** riceballs left.	There **is a lot of** pizza left.
They had **(only a) few** riceballs left.	They had **(only a) little** soup left.
They had **a few** riceballs left.	They had **a little** soup left.
We don't have **many potatoes** left.	We don't have **much meat** either.
How many **hours** will this take ?	How much **time** will this take ?
	How long will this take ?

Practice : Nouns and Quantifiers

1. Substitution Drill — "Much" vs. "Many"
Make quantity questions with "How many ..." or "How much ..."
Example : How many ... Bottles How many bottles have you got ?
Food How much food have you got ?

a. money	d. apple	g.
b. dollar	e. homework	h.
c. fruit	f. assignments	i.

2. Substitution Drill — "A few" vs. "A little"
Make sentences using "are" with "a few" and "is" with "a little".
Example : money There is only a little money left.

a. fruit	d. sheet	g.
b. orange	e. bread	h.
c. paper	f. slices of ...	i.

Point : Definite and Indefinite Articles

A noun is **definite** when you and the listener both know which person, place or thing you mean.

1a. Use the definite article *the* with nouns that are definite.
A : I bought **the video game** yesterday.
B : Great. You have been talking about **it** for a while. (B knows which video game.)

1b. Use *the* when a person, place or thing is unique — there is only one of it.
The moon is about 250,000 miles from **the Earth**.

1c. Use *the* when the context makes it clear which person, place or thing you mean.
A : What do you do ? (Asks a new student in a class.)
B : I'm **the teacher**. (Responds the teacher of the class.)

A noun is indefinite when either you or your listener do not have a particular person, place, or thing in mind.

2a. Use the indefinite article *a/an* with singular nouns that are indefinite.
A : Let's go to a movie.
B : Great. Which one ?

2b. Use *a* before a consonant sound and *an* before a vowel sound.
a teacher an honest teacher

3. Use *some* or no article with plural count nouns and indefinite non-count nouns.
New video games are coming out all the time.
Sorry I am late. I had to buy some medicine

Practice : Definite and Indefinite Articles

1. Make a sentence using the prompt in the parentheses.

Example : Students can be energetic. (At that college)
The students at that college are energetic.

a. Children can be smart. (in that class)
b. Streets can be messy. (in San Francisco)
c. Workmen can be skillful. (on his crew)
d. Teachers can be inspiring. (of that high school)

2. Read these sentences aloud, using "a", "the", or nothing.

Example : Megumi bought a pie this morning. The pie was a lemon pie.
a. John ordered ___ book and some magazines last year. ___ Book finally arrived.
b. Larry ate ___ hamburger and ___ donut. ___ Donut was old and ___ hamburger was cold.
c. Mark saw two movies last night. ___ Better on was called *Split Second*.
d. ___ accident occurred on Dote-machi. ___ truck ran into ___ bus.

Use : Definite and Indefinite Articles

Quiz Show

With your group, choose five interesting or famous things.
Write three clues for each thing.
Other groups will guess your thing.

Example : It protects you from the sun. It is getting thinner because of pollution.
Answer : The ozone layer.

Appendix 4 : Course Materials : Presentation Component : **Sample 1**
(note : spacing and layout varies from actual course materials)

Day Two

Writing 1 : CNN Transcript and Summary

Transcript from *Speedy Results* (Listening : Unit 2 Report 1)

David George, CNN "Newsroom" correspondent : James Bond drove a Lotus in *For Your Eyes Only* and in *The Spy Who Loved Me*.
Roger Moore : Look what Q's brought for us. Isn't it nice ?
David George : In Pretty Woman Richard Gere and Julia Roberts meet in a Lotus.
Julia Roberts : Man, this babe must corner like it's on rails.
David George : And in *Basic Instinct*, Michael Douglas' police-issue Plymouth is no match for Sharon Stone's Lotus.
The Lotus is quite simply one of the fastest, most maneuverable cars in the world, with one of the world's most sophisticated engines. Lotuses are built in a single factory in Norwich, England. The company only makes about 100 cars a year.

Summary

Complete the summary.

The Lotus is one of the _____, most _____ cars in the world, with one of the world's most _____ engines. Only (how many) _____ Lotuses are built each year in a factory in (where) _____.

Writing 2 The Paragraph

A paragraph is a group of five to ten sentences. What you are reading right now is a paragraph. The sentences of a paragraph support one main idea and the sentences are arranged in logical order. A paragraph can exist by itself, or it can be part of a longer piece of writing, such as a letter, a composition, or a thesis.

Topic Sentence and Irrelevant Information

The Topic Sentence states the main idea of the paragraph.
Irrelevant Information is information which does not support the main idea of the paragraph.
Underline the Topic Sentence and cross out the Irrelevant Information in the following paragraphs.
Example : They were looking forward to warm weather so they began watching for signs of spring. Mary found flowers blooming next to the house. Naoko started seeing many birds. Tom liked to watch television. Spring, they agreed, was on its way.

1. Every home should have a dog. These friendly animals are more than just pets. They provide companionship. They frighten away thieves and unwelcome strangers. They can even be a source of exercise. I have never had a dog myself.

2. Hokkaido reminds me of the northern part of New York state. Hokkaido was the home to the Ainu people long, long ago. Both have green fields, woodlands, and lakes. Dairy farming is important in both areas. The appearance of the farms is even the same. Both Hokkaido and New York have long, hard winters and beautiful, blue summers.

3. When using a computer, remember these important tips. Close all the programs you have used before shutting off the computer. Computers are getting cheaper these days. First of all, always make backups of anything that you are working on. Use your Spell-Check software and Grammar-Check software to check your work.

4. Very few people turned out for the beach party this year. I always go to the beach party with my friends. It had rained for several days prior to the party. Finally, everyone had a lot of homework to do. I know I had a lot to do for my composition class. It was also colder than usual on the day of the party.

Write a Paragraph

Write a paragraph introducing Hirosaki University using the following sentences. Use the sentences in any order you like. Do not use irrelevant information.

1. Hirosaki National University was established in 1949.
2. The Humanities, Education, Science and Technology, and Agriculture and Life Science Faculties are located on the Bunkyo-cho campus.
3. Each is a 20-minute walk from Hirosaki Station.
4. The ideal number of faculties is five.
5. Hirosaki University has five faculties : Humanities, Education, Medicine, Science and Technology, and Agriculture and Life Science.
6. The university has about 1,200 students from throughout Japan and aver 100 foreign students from over 20 countries around the world.
7. A national university should have many foreign students.
8. Hirosaki University has sister-school relationships and exchange agreements with ten universities around the world.
9. The Medical School is located on the Honcho Campus.

I would like to introduce Hirosaki National University.
(space)

Write some sentences about a place you know a lot about : your hometown, your favorite store, Hirosaki City, ... Include an introductory Topic Sentence.

Topic Sentence :
Sentences : 1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ...
... Have your teacher check what you have written.

Now, write a paragraph about the place using the sentences. Remember to use your Topic Sentence as the first sentence.

(space)

Course Materials : Presentation Component : **Sample 2**

(note : spacing and layout varies from actual course materials)

Day Three

Writing 1 : CNN Transcript and Summary

Transcript from Speedy Results (Listening : Unit 2 Report 2)

Hilary Bowker, CNN 'World News' anchor : Speedy results for a lengthy project in California — the quest for the perfect marriage of man and machine has produced a record for the fastest human-powered vehicle. Craig Heaps has the story.

Craig Heaps, CNN 'World News' correspondent : This is history : the world's fastest self-propelled vehicle ever — nearly 70 miles and hour.

Engineer : Sixty-eight-point-seven !

Engineer : Whao !

Craig Heaps : For two weeks in September a team of young engineers took its specially-designed bicycle, the Cheetah, to Colorado. In run after run, they measured its speed, tying to break the world's record of 65.48 miles and hour, and finally they did it, the culmination of years of work.

Summary

Complete the summary.

A (who) _____ ___ _____ _____ set (what) a _____ for the _____ _____ - _____ ever. The speed recorded for the (what) _____ - _____ _____, called the _____, was (how fast) _____ kph.

Writing 2

Business Letters

A **business letter** must have

(1) the sender's address ; (2) the date ; (3) the receiver's address ; (4) a greeting ; (5) the body of the letter ; (6) a closing ; (7) the signature and name of the sender.

Read the following letter.

Hirosaki University
Faculty of Education
1 Bunkyo-cho
Hirosaki, Aomori 036-8560

August 8, 2000

Minnesota Tours, Inc.
1234 56th Street
Minneapolis, Minnesota 55414

Dear Sir :

I expect to be in the Minnesota this August and am interested in taking one of your tours. Please send me a brochure, your summer tour schedule for 2000 and a registration form. I would appreciate any other information that may be helpful in planning a Minnesota holiday.

Sincerely,

Your Name

Write a Business Letter

Write a letter using the following information.

Dear Sir or Madam,
Your Name
Hirosaki University, Faculty of Education
1 Bunkyo-cho,
Hirosaki, Aomori 036-8560

Yours,
August 8, 2000
ABC Goods and Gear
987 65th Avenue,
Someplace, Texas 76543

I am interested in purchasing goods from your company. Please send me your most recent catalog. Please send additional order forms. In addition, please specify details regarding shipping to Japan.

(space)

Writing 3

Personal Letters

A **personal letter** should have

(1) the sender's address ; (2) the date ; (3) a greeting with the receiver's name ;
(4) an opening greeting ; (5) the body of the letter ; (6) a closing ; (7) the sender's name.

Read the following letter.

(a sample of a handwritten personal letter)

Some other possible **opening greetings :**

Hi. How are you ?
Thanks for your letter. It was great to hear from you.
Sorry I haven't written (back) before now. I have been busy.
I don't have much to say, but I just wanted to say hello.
I hope everything is going well.

Some other possible **closings :**

Please write back when you have time.
That is all the news from here.
Say hello to (person's name) for me.
I hope everything goes well for you.

Write a Personal Letter

Write a personal letter.

Choose one of the following themes.

(1) A letter to a new pen-pal introducing
  (a) yourself and your family or
  (b) your university and your town.
(2) A letter to a friend telling about your summer vacations activities and plans.

(space)

... Have your teacher read your letter and write a second one.

Personal Letter No. 2

(space)

BEST COPY AVAILABLE